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ABSTRACT

In 1992, a study was conducted at San Jose City College (SJCC) and Evergreen Valley College (EVC), California, to examine the fourth semester persistence rates of black male students and to investigate the effect of SJCC athletic and athlete academic support programs on persistence. Study findings included the following: (1) new full-time (NFT) black males had the highest fourth semester persistence rate of any group at SJCC; (2) NFT black males at SJCC had a higher fourth semester persistence rate (56%) than NFT black males at EVC (33%), NFT black females at EVC (33%), and NFT black females at SJCC (38%); (3) only 25% of fall 1988 new part-time (NPT) black males at SJCC persisted four semesters, while 50% did not persist beyond the first semester; (4) only 33% of the NFT black males who were not involved in athletics or physical education persisted for four semesters, compared to 100% of the NFT black males involved in SJCC's highly supportive basketball program, 67% of those involved in the college's athletics program, and 71% of those taking only physical education courses; and (5) SJCC was ranked fifth nationally among community/junior colleges for athletes offered scholarships to four-year Division I or Division II universities, even though SJCC had no scholarship program for athletes. Umoja, a new campus support program, has been developed for all black students to provide the same sense of community that the athletic program offers to black students involved in athletics. (JMC)

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# College Success and the Black Male
San Jose City College, San Jose, California.
Research Report #128.

April 27, 1992

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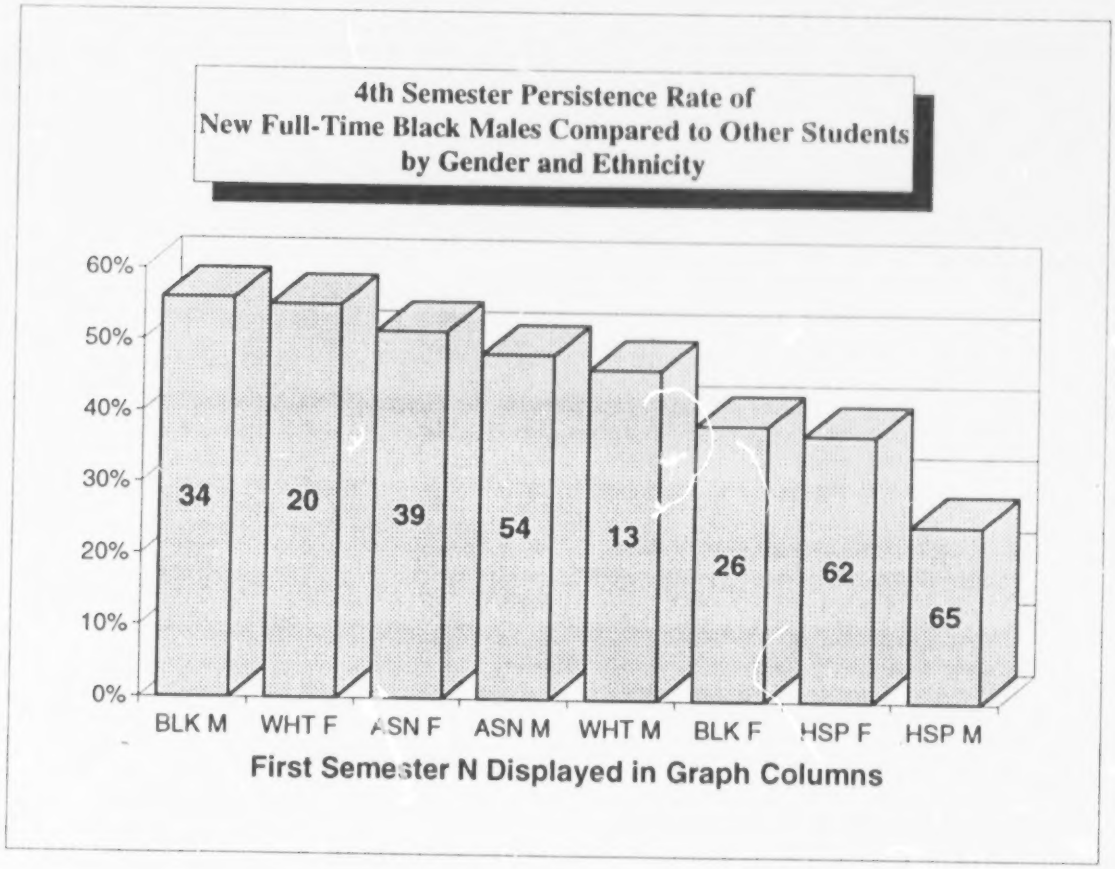
San Jose, California

**College Success and the Black Male**
**San Jose City College, San Jose, California**
**by**
**Percy Carr, Jon Kangas, Del Anderson**




**Of all Fall 1988 new full-time students, Black males had the highest persistence rate at the end of 4 semesters (2 academic years).**

## Abstract

# College Success and the Black Male

### San Jose City College, San Jose, California

**by Percy Carr, Jon Kangas, and Del Anderson**

### Background

What program of activities can assist the Black male to persist in college? The San Jose City College (SJCC) athletic department has instituted an athletic and academic support program for its athletes. The following report provides evidence that these intervention strategies have an impact.

### Method

Fourth semester persistence rates for all new full-time Fall 1988 students at both SJCC and sister Evergreen Valley College (EVC) were tabulated along with other data related to the success of athletes.

### Results

- New full-time (NFT) Black males had the highest 4th semester persistence rate of any group at SJCC.

- NFT Black males at SJCC had a higher 4th semester persistence rate (56%) than
  NFT Black males at EVC at 33%
  NFT Black females at EVC at 33%
  NFT Black females at SJCC at 38%

- Only 25% of 60 Fall 1988 new part-time (NPT) SJCC Black males persisted four semesters. One-half of the original 60 did not persist beyond the first semester.

- It appears that the less the new full-time Black males are involved in the highly supportive basketball program (100% persistence) and the less they are involved in Athletics (67% persistence) or PE only (71% persistence), the less they are apt to succeed (33% for those in no PE or athletics).

- Percy Carr, head basketball coach, has had the highest number (14 ) of basketball players to receive, or be presented with, scholarships in California during the last four years (1987-1990).

- More of his players transfer to four-year, Division I or Division II universities than do those from any other California community college.

- According to the *California Community College Basketball Coaches Association Handbook* (issues 1987 through 1990), among the top five community/junior colleges nationally (including those who offer full scholarships) SJCC is ranked fifth for athletes offered scholarships to four-year, Division I or Division II universities. This is quite notable since SJCC has no scholarship program for athletes.

## Discussion

An outstanding athletic program rate coupled with a strong academic support program is associated with the fact that Black males achieved the highest 4th semester persistence of any group of new full-time students who began at San Jose City College (SJCC) in Fall 1988. Lack of such support in 1988 for new full-time Black females at SJCC and for new full-time Black males and females at Evergreen Valley College (EVC) is associated with low 4th semester persistence. Part-time status for Black males at SJCC is also associated with low persistence. One-half of the new part-time Black males are gone after one semester. It appears that the less the new full-time Black males are involved in the highly supportive basketball program (100% persistence) and the less they are involved in Athletics (67% persistence) or PE only (71% persistence), the less they are apt to succeed (33% for those in no PE or athletics).

There seems to be little doubt that important elements needed to help Black males persist are present in the athletic and academic support program. These efforts should be maintained and refined.

Not all Blacks can attend full-time or be athletes. Black females have extremely poor persistence rates. What needs are met by the athletic and academic support program? What kind of program not involving athletics can be devised to meet the needs of Blacks who are part-time, females, and not involved in PE or athletics? Whatever program is devised, it must engage the part-time Black male in the first semester. The Black female needs to be engaged in the program at least by the end of the first academic year if not sooner. The Black part-timers, Black females, and those Blacks not involved in PE or athletics seem to have one thing in common: They do not appear to have a community of support, for example, a campus group that provides a positive image of the possible future, as do the male athletes.

The following program elements for Black males and females not in athletics might be considered based on inferences drawn from the data:

- The program should provide a cohesive community of Black students.
- The program should provide a clear vision of an attractive future.
- The program should be aimed at all Black students during their first semester.
- The program should captivate the imagination of the prospective student.

A new campus support program (Umoja), under the direction of Charles Murray, has been undertaken to provide support for both Black males and females and will address many of these needs. What other kinds of programs could meet Black students' needs as suggested by the research? One suggestion is the formation of a Black Executive Club to assist all those Blacks, both male and female, who would like to function in the world of business. It could provide a sense of community, teach how to work one's way up in business by teaching how to work one's way up through a structured curriculum, teach business fashion, use business mentors, provide part-time employment in business to provide concrete evidence of a possible future, and evolve in ways to meet the needs of SJCC students. This is only one of many possible programs. The key is to clearly identify the needs of the students and to then provide a way to meet them. Research on the effectiveness of the Umoja program will add further insight related to the strategies that may assist in the academic success of Black students.

# College Success and the Black Male
## San Jose City College, San Jose, California

by
Percy Carr, Jon Kangas, Del Anderson
4/27/92

### Background

College success, persistence, and graduation rates for Black males have been traditionally low nationwide. An academic support program was developed at San Jose City College (SJCC) by Head Basketball Coach Percy Carr as an attempt to provide support for athletes at SJCC. The program provides the following intervention activities:

- All athletes in both men's and women's athletics are given an orientation to the program.
- All instructors are informed of the support program
- All athletes have their academic progress reviewed at least three times per semester.
- Instructors identify problems immediately and inform the coach/advisor of the problem.
- The coach for the particular sport and Percy Carr as the program coordinator may both talk with the student.
- Percy Carr may interview the instructor to confer on the best strategy to help the student.
- Two program aides assist in gathering information from the instructors and getting it to the appropriate coach/advisor.
- The aides may sit in on classes where students are having difficulty in order to assist students having difficulty, to understand what is needed to assist students.
- Tutoring is often provided. It often takes place in the student's home turf, the athletic department.

The research question is: What variables relate to the success of new full-time Black males at SJCC?

### Method

Data was gathered from the *California Community College Basketball Coaches Association Handbook* (issues 1987 through 1990) related to the number of Black male basketball players who had transferred and attended four-year colleges, the number who received scholarships, and those who had other indications of academic success. This handbook documents the transfer rates of all athletes in basketball.

The persistence rate over four semesters was calculated for all new full-time Black males. The number and percent of Black males in men's athletics and taking PE courses was also tabulated.

A comparison was made between the proportion of Black male new full-time students and the proportion of Blacks in the adult community and the graduation rates of Black students. Comparisons were also made with Evergreen Valley College (EVC), the sister campus in the same district.

## Results

**Question:** What outcomes relate to the success of new full-time Black males who participated in the athletic and academic support programs at SJCC?

**Answer*:**

1. Percy Carr, head basketball coach, has had the highest number (14) of basketball players to receive or be presented with a scholarship compared to all other California community colleges during the last four years (1987-1990).

2. Of the 14 to receive scholarships, 8 players were originally from the San Jose area.

3. More SJCC players transfer to four-year Division I or Division II universities from SJCC than do those from any other California community college. Division I universities have a broader range of men's and women's athletics than Division II universities.

4. Since 1987, 12 of his players have received (or been offered) the opportunity to play basketball at a Division I college/university.

5. Two of his players have received Division II scholarships.

6. Two players chose to attend Division II colleges without scholarship assistance.

7. Among the top five community/junior colleges nationally (including those who offer full scholarships) SJCC is ranked fifth for athletes offered scholarships to four-year, Division I or Division II universities. This is quite notable since SJCC has no scholarship program for athletes.

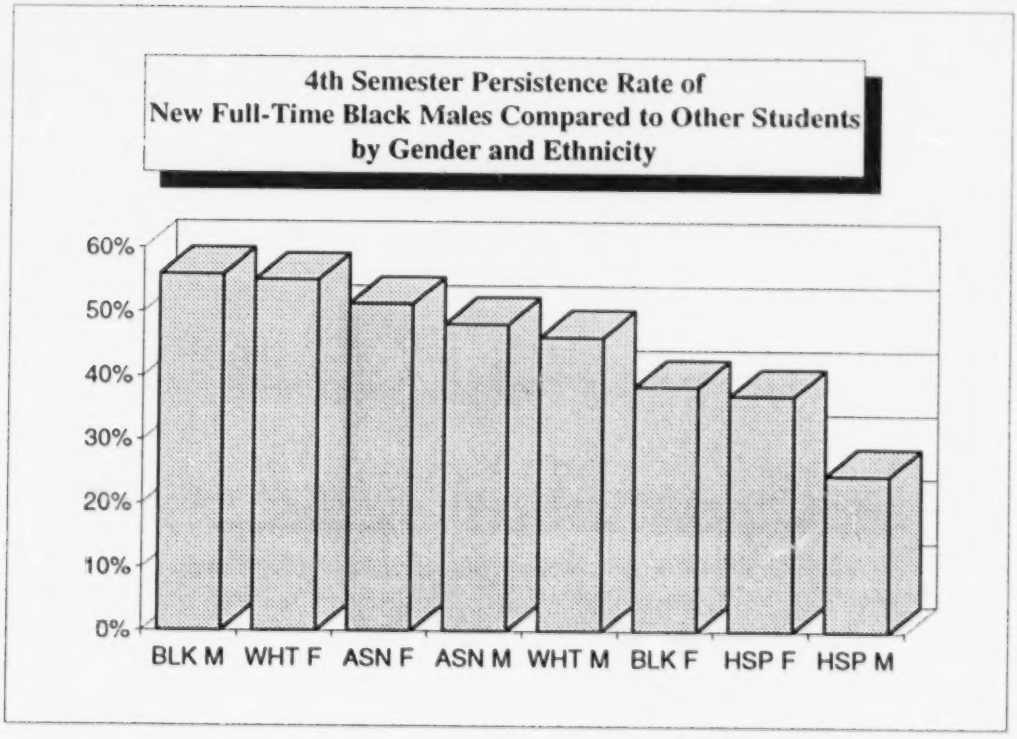
13 of the 14 players mentioned above were Black males.

* Data for answers 1-7 was taken from issues of the *California Community College Basketball Coaches Association Handbook*, (1987 to1990).

**Question:** How does the 4th semester persistence rate of Fall 1988 new full-time Black males compare to other students?

**4th Semester Persistence Rate of**
**SJCC New Full-Time Black Males Students Compared to Other Students**
**by Gender and Ethnicity**
**Fall 1988 - Spring 1990**

| Group | 1st Semester Number | 4th Semester Number | 4th Semester Percent |
|---|---|---|---|
| BLK M | 34 | 19 | 56% |
| WHT F | 20 | 11 | 55% |
| ASN F | 39 | 20 | 51% |
| ASN M | 54 | 26 | 48% |
| WHT M | 13 | 6 | 46% |
| BLK F | 26 | 10 | 38% |
| HSP F | 62 | 23 | 37% |
| HSP M | 65 | 16 | 25% |
| TOTAL | 313 | 131 | 42% |

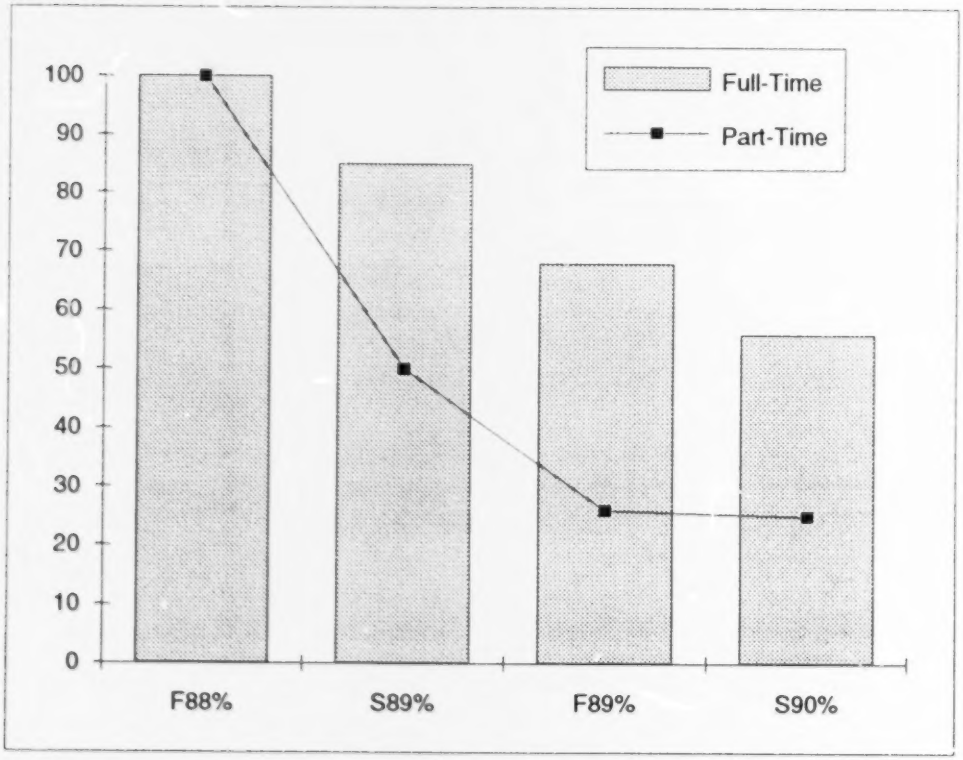



**Answer:** Of all Fall 1988 new full-time students, Black males had the highest persistence rate at the end of 4 semesters (2 academic years).

**Question:** How does the persistence rate of Fall 1988 new full-time Black males compare to new part-time Black males at SJCC?

**The 4 Semester Persistence Rate of New Full-Time Black Males Compared to New Part-Time Black Males at SJCC**
**Beginning Fall 1988**

| Status | F88 N | F88 % | S89 N | S89 % | F89 N | F89 % | S90 N | S90 % |
|---|---|---|---|---|---|---|---|---|
| Full-Time | 34 | 100 | 29 | 85 | 23 | 68 | 19 | 56 |
| Part-Time | 60 | 100 | 30 | 50 | 16 | 26 | 15 | 25 |

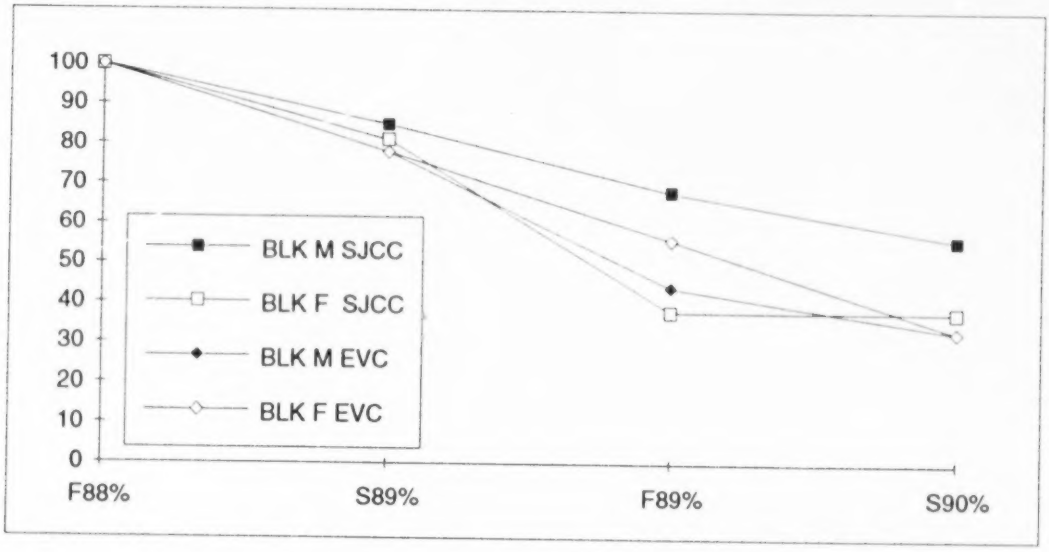



**Answer:** SJCC new part-time Black males (at 25%) do not persist as well after 4 semesters as do SJCC new full-time Black males (at 56%).

**Question:** **Over 4 semesters, when is there the greatest loss of new full-time Black students?**

**Persistence Rates of New Full-Time Black Males and Females at SJCC and EVC over 4 Semesters**
**Beginning Fall 1988**

| GROUP | F88 N | F88 % | S89 N | S89 % | F89 N | F89 % | S90 N | S90 % |
|---|---|---|---|---|---|---|---|---|
| BLK M SJCC | 34 | 100 | 29 | 85 | 23 | 68 | 19 | 56 |
| BLK F SJCC | 26 | 100 | 21 | 81 | 10 | 38 | 10 | 38 |
| BLK M EVC | 9 | 100 | 7 | 78 | 4 | 44 | 3 | 33 |
| BLK F EVC | 9 | 100 | 7 | 78 | 5 | 56 | 3 | 33 |




**Answer:** **Although SJCC new full-time Black male persistence rates decline gradually over 4 semesters, the biggest drop for other new full-time Black students is after the first academic year. New full-time Black females at SJCC, in particular, have a large drop in their persistence rate from the 2nd to 3rd semester.**

**Question:** How do the 4th semester persistence rates of new full-time Black males and females compare at SJCC and EVC?

**4th Semester Persistence Rates of New Full-Time Black Males and Females at SJCC and EVC**
**Fall 1988 - Spring 1990**

| | SJCC | | | EVC | | |
|---|---|---|---|---|---|---|
| Gender | F88# | S90# | % | F88# | S90# | % |
| BLK M | 34 | 19 | 56% | 9 | 3 | 33% |
| BLK F | 26 | 10 | 38% | 9 | 3 | 33% |

**Answer:**

New full-time Black males at SJCC persist at a much higher rate (56%) than new full-time Black females at SJCC (38%).

*Due to the small N's at EVC the following conclusions are preliminary. Further research will be needed.*

New full-time Black males at SJCC persist at a much higher rate (56%) than new full-time Black males (33%) or new full-time Black females (33%) at EVC.

New full-time Black males and females enter in higher numbers at SJCC (34 and 26, respectively) than at EVC (9 and 9, respectively).

**Question:** **How is enrollment in Athletics or PE related to 4th semester persistence for new full-time Black males at SJCC?**

**Number and Percent of New Full-Time Black Males Persisting Related to Enrollment in Athletics and PE**
**Fall 1988 - Spring 1990**

| | Basketball | Men's Ath.s* | PE; No Aths. | No PE; No Ath.s |
|---|---|---|---|---|
| # Enroll. | 7 | 15 | 7 | 12 |
| # Persist | 7 | 10 | 5 | 4 |
| % Persist | 100% | 67% | 71% | 33% |

* These figures include the Black male basketball players.

**Answer:** *Due to the small N's involved, the following observations are preliminary. Further research will be needed.*

- **Of new full-time black male basketball players enrolled in Fall 1988: 7 of 7 (100%) persisted 4 semesters.**
- **10 of 15 (67%) of the new full-time Black males in men's athletics persisted into the 4th semester.**
- **5 of 7 (71%) of the new full-time Black males that enrolled in PE but not in men's athletics persisted into the 4th semester.**
- **Only 4 (33%) of the 12 new full-time Black males not involved in PE or men's athletics persisted into the 4th semester.**

**It appears that the less the new full-time Black males are involved in the highly supportive basketball program (100% persistence) and the less they are involved in Athletics (67% persistence) or PE only (71% persistence), the less they are apt to succeed (33% for those in no PE or athletics).**

## Discussion

An outstanding athletic program rate coupled with a strong academic support program is associated with the fact that Black males achieved the highest 4th semester persistence of any group of new full-time students who began at San Jose City College (SJCC) in Fall 1988. Lack of such support in 1988 for new full-time Black females at SJCC and for new full-time Black males and females at Evergreen Valley College (EVC) is associated with low 4th semester persistence. Part-time status for Black males at SJCC is also associated with low persistence. One-half of the new part-time Black males are gone after one semester. It appears that the less the new full-time Black males are involved in the highly supportive basketball program (100% persistence) and the less they are involved in Athletics (67% persistence) or PE only (71% persistence), the less they are apt to succeed (33% for those in no PE or athletics).

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